



Perkins Public Schools

1210 East Bogart Road

Sandusky, Ohio 44870

Mrs. Carol Smith
Teacher

Stephen P. Finn
Administrator

March 4, 2009
Date

6th grade - Keyboarding
Class Observed

OBSERVATION/EVALUATION FORM

The evaluation process at Perkins is to be a cooperative and continuous process. It is an opportunity for teachers and principals to demonstrate their competency, effectiveness, and responsibility in a collaborative effort to perpetuate the educational goals established by the district.

The evaluative instruments used have been developed to measure the elements used by teachers that create a positive learning experience for all students. The instruments were designed to be equitably administered and to measure professionalism not individual personalities.

Information to be included in the instruments is not limited to a specific observation. Information will be both Formal and Informal Observations.

The evaluation process must provide the framework which offers encouragement and resources to enable the staff person to develop and implement any agreed-upon improvements.

Exceeds District Standards (E) - Teacher is extraordinarily above the standard in this area.

Meets District Standards (M) - Teacher demonstrates a comprehensive understanding and is proficient in this area.

Improvement Recommended (IR) - Teacher must show positive change in this area.

Unacceptable/Improvement Required (U/IR) - Teacher is performing below standards and must show positive change in this area.

PLANNING

1. Correlate with Curriculum Maps or State Standards

Correlates objectives with school and district goals but allows for individual teaching styles	<i>Too much time was spent on one activity. One activity - repeated Curriculum map??</i>
Plans appropriate sequence of skills in correlation with state standards	
Organization of materials - i.e. seat work, supplies, A.V. equipment	
Objectives clearly defined in you individual curriculum map	

2. Variety of Instruction Techniques Applied

Adjusts physical environment to accommodate activity or individual needs	<i>More variety is needed. Remember, you are working with Middle School students.</i>
Includes appropriate multicultural focus in lesson plans and instruction	
Considers abilities, interests, and present performance levels of students in planning	

3. Evaluation of Objectives Identified

Provides evidence that student progress and achievement is evaluated by using formative and summative assessments	<i>Students did not receive immediate feedback. Evaluation of objectives was not observed.</i>
Evidence of collected assessment data is used to adjust planning	

4. Utilizes Support Personnel - i.e. library, community, agencies, substitute teacher etc.

Consults with previous teachers, team leaders, department heads, consultants, and specialists to improve the teacher-learning process	<i>→ Please observe other Middle School Students and Teachers.</i>
Seeks assistance from administrator when needed	
Makes effective use of instructional technology and materials	
Utilizes diagnostic information to analyze the needs and potential of students as supplied by support personnel	
Refers students to appropriate support personnel	
Organizes work so that substitute teacher/teacher assistants can function	

E	M	IR	U
		✓	

INSTRUCTION/PRESENTATION

1. Evidence of Teacher / Student Interaction Time

Is aware of cultural diversity when communicating with students	<p><i>Students do not seem to know what is expected of them following instructions.</i></p> <p><i>Need to interact more with the students (movement)</i></p>
When asking a question, allows sufficient time for students to respond	
When students respond, makes frequent use of paraphrasing to indicate their comprehension of what the students have said	
Strives to assign tasks that are understood and designed to meet state standards	
Acknowledges student accomplishments with praise and/or reinforcement	
Assists students to evaluate their own growth and development	
Provides for the previous knowledge and abilities of the class based on collected data	
Incorporates student feedback in lessons	

2. Variety of Instructional Plans and Learning Activities Applied

Provides a variety of activities in keeping with the maturity and attention span of the students	<p><i>Need more variety in your lessons.</i></p> <p><i>Research indicates that you need to change the lesson (activity) every 10 mins. (approx.)</i></p>
Helps students to develop acceptable work habits and study skills	
Helps students apply their experiences to life situations	
Uses differentiated instruction in carrying out teaching activities	
Provides a demonstration or application of the skills or concepts contained in the lesson, such as using examples or comparisons	
Encourages students to use problem solving and decision making skills	

3. Effective Evaluation Techniques

Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with state standards	<p><i>Not sure how you evaluate when you do not observe individual keyboarding skills.</i></p> <p><i>Need to move around the classroom all the time.</i></p>
Provides students with prompt and appropriate feedback concerning progress and achievement by using all available means and technologies	
Evaluation is consistent with presented or assigned material	

4. Use of Whole Group Instruction, Individualizing for Practice

Recognizes and addresses individual student needs when appropriate, and encourages the development of individual interests and creative activities	<i>Need to Individualize more.</i>
Enables students to learn how to work independently and with group cohesiveness	
Strives to involve all students in group activities and encourages the participation of each student	
Provides opportunities for students to develop leadership Qualities	

5. Lessons are Structured: Beginning, Middle, End

Provides an overview of the lesson (Introduction)	<i>only one activity was observed.</i>
Pacing is responsive and flexible (Presentation)	
Summaries and expectations are timely and concise (Closure)	
Makes efficient use of time allocated	

E	M	IR	U
		✓	

CLASSROOM MANAGEMENT

1. Management of Student Behavior

Positively reinforces student progress and behavior on the basis of evidence	<p><i>Did praise her students.</i></p> <p><i>In ISI we have had problems. Needs better</i></p>
Treats students equitably	
Sound level appropriate	
Exercises discretion in criticizing individuals	
Classroom and school rules clearly defined and consistently reinforced	
Shows consideration for students who have personal problems or handicaps	
Disciplines students in a firm but controlled manner	

2. Development of Cooperative Learning Environment

Listens to students	<p><i>MANAGEMENT SKILLS</i></p> <p><i>during ISI. Better</i></p> <p><i>Discipline</i></p> <p><i>Problems observed during ISI.</i></p> <p><i>Students do not respect you. Need to work on this situation</i></p>
Fosters an atmosphere of mutual respect	
Makes self available for conferences with students	
Establishes appropriated control over the classroom (ISI) situation and maintains it	
Requires the proper utilization and care of materials, equipment, and furniture	
Makes the physical environment as safe and conducive to learning as possible	

E	M	IR	U
	✓	✓	



Classroom



During ISI

PROFESSIONALISM

1. Keeps Current with New Practices and Materials

Demonstrates best practices in subject areas	<i>Needs to attend conferences that pertain to Middle Level Education.</i>
Demonstrates a sense of efficacy	
Incorporates district/building technology requirements	
Takes advantage of the opportunities offered to improve by attending workshops, summer school, professional meetings, and conferences; keeps abreast of the professional literature	

2. Record Keeping

Is prompt and accurate with reports as directed by administrator	✓
Electronic grade book is kept up-to-date	
Monitors the progress of students in a timely manner	

3. Punctuality

Meets obligations on a timely basis	<i>Has been late to class and other assignments.</i> <i>February 25, 2009</i> <i>missed 2 class periods.</i>
Reports to assigned duties, i.e. detention duty, bus duty, lunch duty, etc.	
Arrives and leaves school at appropriate contracted time	

4. Supervision

Helps to maintain total building discipline	<i>Needs Improvement</i>
Accepts a share of such assigned duties as hall or cafeteria supervision, etc., and carries out these responsibilities conscientiously	
Effectively supervises students during non-class activities	

5. Promotes Positive School/Community Relations

Shows interest in the school's community	✓
Participates in school and district committees	
Shares in the evaluation of the effectiveness of educational programs	
Clarifies programs to parents and to the community if opportunities occur	
Recognizes and follows the established line of authority in case of student, parent or personal complaint	
Respects the ethics of the profession	
Teacher does not discriminate	

E	M	IR	U
		✓	

COMMUNICATION

1. Involves Parents in Student Performance of Learning Activities

Parental communications is conducted in a courteous, positive and helpful manner	✓
Communicates effectively with parents	
Invites parents to assist with school activities when appropriate	
Maintains confidentiality in relations with parents	

2. Collaborative Planning/Shared Decision with Department, Grade Level and Administration

Cooperates and is flexible with others in planning daily schedules	Needs to be more involved. This may be hard because of your class schedule, but you need to become "part" of Brian.
Participates in the development and implementation of school policies and procedures	
Shares ideas, materials, and methods with professional colleagues	
Participates in developing and modifying curriculum, instructional practices, procedures and administrative policies	
Interacts professionally with colleagues and staff	

E	M	IR	U
	✓		

E	M	IR	U	
		✓		Planning
		✓		Instruction
	✓	✓		Classroom Management
		✓		Professionalism
	✓			Communication

Overall Commendation:

Students were well behaved.

Overall Recommendation:

- You need to incorporate a greater array of techniques into your lessons to address the different learning styles of your students.
- Provide students with a reason for learning
- Needs to be more dependable with all duties
- Be sure to attend workshops designed to increase your understanding of Middle Level Education.

Teacher Rebuttal:

Quell Smith
Teacher

March 11, 2009
Date

Steph P. Finin
Administrator

March 11, 2009
Date